DOCUMENT RESUME

ED 353 853 FL 800 428

AUTHOR	Allison, Joyce
TITLE	Price City Library Literacy Project. [Final Performance Report, 1989.]
INSTITUTION	Price City Library, UT.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Nov 90
CONTRACT	R167A80010
NOTE	23p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Basic Education; Budgets; College Credits; College School Cooperation; College Students; Community Colleges; Elementary Secondary Education; English (Second Language); Higher Education; Illiteracy; Instructional Materials; *Library Services; *Literacy Education; *Outreach Programs; Parent Participation; Program Evaluation; Public Libraries; Public Relations; *Tutorial Programs; Volunteers; Volunteer Training
IDENTIFIERS	*College of Eastern Utah; Price City Library UT

ABSTRACT

The report details the progress of the Price City (Utah) Library Literacy Project toward achievement of its 12 stated objectives: to (1) train 30 volunteer tutors; (2) match them with students; (3) develop a course at the College of Eastern Utah so college students can receive credit for tutoring adults in reading or English as a Second Language; (4) monitor the tutor/student matches; (5) provide materials and help arrange tutoring sites; (6) provide inservice training to tutors and participating college students; (7) build community support; (8) raise area awareness of functional illiteracy; (9) develop a center where adults can be tutored, in conjunction with the College of Eastern Utah and local school district; (10) provide 40-60 volunteer tutoring hours per week at the tutoring center; and (11) make a simple handout for children to promote awareness of illiteracy problems. It is concluded that the project far exceeded its goals for the year. Problems encountered include paperwork required by the college, transfer of students to four-year colleges, scheduling difficulties, poor initial response to inservice training, poor parent response, and communication with tutors and students. The program's greatest strength was enthusiastic community response and resulting success in reaching the population. Budget, workshop schedule, and program flyers are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED353853

BTNC dup

Price City Library Literacy Project

159 East Main
Price, Utah 84501

Prepared by

Joyce Allison
611 Fairway Drive
Gillette, Wyoming 82716

Grant Number R167A80010

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

FL800428

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

February 16, 1990

Ms. Joyce Allison
611 Fairway Drive
Gillette, Wyoming 82716

Dear Ms. Allison:

Thank you for sending the report indicated below. If additional information is needed after our review, we will contact you.

	Fiscal Year	Program Title	Grant Number
Final Performance Report	**1988**	LSCA VI Library Literacy Program	**R167A80010**

Your cooperation is appreciated.

Sincerely,

Ray M. Fry

Ray M. Fry
Acting Director
Library Development Staff

FL800428

dup

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON D C 20202

MEMORANDUM

DATE: NOV 30 1990

TO : Carol Cameron
Program Office

FROM : Kathy Thomas (708-8658)
Grants Specialist

Fellowship & Training Branch

ROB #3, Room 3653, Mail Stop 4729

SUBJECT: Final Performance Report

Attached is the final performance report for the following grant:

Grant Number: R167A80010- 167A

Grantee Name and State: PRICE CITY LIBRARY
159 EAST MAIN STREET
PRICE, UT 84501

Any concerns about the programmatic acceptability of this grant must be recorded on this memorandum and returned to me within 30 days. Otherwise, we will proceed to close out this grant.

Attachment

TO: Grants Specialist

The programmatic requirements for this grant (have) ~~have not~~ been accomplished. See explanation below or on reverse.

Carol Cameron Lyons
Program Specialist

1-30-91
Date

11/90

Literacy Project
Federal Budget

1 Oct 88 - 30 Sep 89

	Proposed	Final Amount
Travel	$1,100.00	$1,458.31
Office Supplies	2,000.00	2,037.56
Printed Forms	750.00	1,022.80
Training	2,000.00	1,802.51
Library Materials	4,500.00	5,520.29
Telephone	1,000.00	392.84
Temporary Employees	10,500.00	10,259.40
Benefits	3,150.00	2,506.29
Total	$25,000.00	$25,000.00

Travel	This category includes all travel for coordinator and VISTA volunteer. We did attend the National Literacy Volunteers of America conference in Albuquerque. We estimated the cost of the trip to be about $450, when in fact the trip did cost almost twice that amount. We also made trips to Salt Lake City (120 miles) for Utah Literacy and ESL Coalition meetings.
Printed Forms	We did a reprint of our flyers, bookmarks, and posters. We also had certificates printed up for our tutors and students.
Training	We came under on training because many of our speakers donated their time and service to the Literacy Project.
Library Materials	We had twice as many students as we had anticipated. We needed more textbooks and extra reading material for our students.
Telephone	We paid for long distance calls, but did not pay for the base rate on the phone service. That amount was furnished by the Price Library.

The goals set by the director of the Price City Library Literacy Project for the year 1988-89 were the following:

1. train 30 volunteer tutors.
2. match those 30 tutors with students.
3. to develop a course with the College of Eastern Utah so that college students can tutor a reading or English as a Second language student and receive one to three hours of credit.
4. monitor the tutor/student matches.
5. provide materials and help arrange tutoring sites for tutors and students.
6. provide in-service training to tutors and students in our project.
7. build support in the community for the project in order to continue to expand the project in the following year.
8. raise awareness of the Price area to the issue of functional illiteracy.
9. work with local school district to set up workshops for parents so that parents might be able to help their own children who have reading problems
10. develop with the College of Eastern Utah and the Carbon School District a center where adults can be tutored.
11. provide 40 to 60 volunteer tutoring hours per week at the tutoring center
12. make a simple handout for children to make them aware of the problems of illiteracy.

As coordinator of the Price City Library Literacy Project,

I feel that in many ways the Literacy Project has by far exceeded the goals set for the second year of operation. We especially wanted to "reach the community" with the services that the literacy project provided. In some ways, because we reached and exceeded that goal, the growth of the project has been tremendous in terms of the numbers of students served. What else has been tremendous is the renewed interest in education at all leveles of the community. We also have encountered new problems because of the quick growth of the program and see new programs that need to be developed at all levels, pre-school through adult, because of the new interest in education.

Training Tutors and Matching Students

Our program uses Laubach material and trainers to train volunteers in our reading program. We held Laubach Way to Reading trainings in February and September adding 24 more tutors to our program.

For our English as a Second Language Program we use Literacy Volunteers of America material and trainers. In that program we did a training session in October of 88 and added 13 more tutors to our ESL program.

We did set up a course with the College of Eastern Utah whereby college students could earn 1-4 hours credit tutoring Literacy Project students. Literacy Project reading students were tutored one-on-one; English as a Second Language students were often tutored in small groups (2-6 students). Five CEU

students participated in the program earning seventeen hours credit in education. Two worked with reading students; three with ESL students.

Setting the courses up and training the CEU students were a simple process. What turned out to not be simple was the paperwork CEU expected on each CEU student: written individual goals and objectives, mid-term and final reports done by the student and by the coordinator of the Literacy Project. The most time consuming job was sitting down with the CEU student and having him/her express what they hoped to learn by tutoring. The process, even though time consuming, was necessary and important for the CEU student and for our project. By going through the process of setting up goals and objectives, the college students were more focused on what it was they wanted to achieve from the tutoring experience.

Unfortunately education majors leave two year colleges to pursue their four year degree at another college. Students often tutored one or two quarters then graduated, leaving the Literacy Project to find more tutors for our students during the summer quarter, an often difficult time to recruit new tutors.

Overall the college course is a successful program both for the college student and the Literacy Project students. The college student receives a chance to teach before graduation, and with working with only one or a few students gets to see the progress that is made when individual help is given to a student. For the Literacy Project student, many times coming to

the college campus was in itself a learning experience. One student, with a high school diploma, but very self conscience of not being able to spell, was tutored on the college campus and because she became comfortable in that environment has now gone on to enroll in a typing class at the college--a course that will not only help her secretarial skills, but will help her spelling skills as well.

At the end of September--the end of the grant proposal--we had a total of 133 students assisted with tutors. Those figures include those students in the program for their second year.

Because of schedule conflicts (shift work) some of the trained tutors without students are helping the project in other ways--typing, processing books, testing, planning small projects and completing any jobs that may arise.

This past year we especially wanted to target more local workshops for in-service training for our tutors. We also wanted to do more community outreach, especially for parents of children who have reading problems. By targeting this particular group we thought we might reach those parents who have some problems with reading and would seek help for their children first in hopes of finding help for themselves. We also were committed to having a few extra programs for our students so that they would have additional programs besides the one-on-one tutoring sessions.

We held our first in-service in February at a time when few activities were going on in the community. Attendance was

very poor (six students, three tutors) even though we had chosen a very qualified teacher in the community to give the presentation on left and right brain theory and how it applies to learning. Each student and tutor in our literacy project received a letter explaining the workshop.

Earlier in the project, November of 88, the Carbon Recreation Program sponsored a workshop for parents so that the parents could tutor their own children in reading. That program, taught by a local teacher in two sessions also had very poor attendance--four parents.

With both programs having such poor attendance we decided we needed to do some creative activities to get people to attend in-service trainings and workshops. We asked our tutors and students about workshops they would like to attend. We also talked to teachers and parents in the community. I also talked with a person who was in charge of the very successful woman's conference that is held each year in Price. After all our informal surveys, we decided to hold all our in-service workshops on one day--a sort of mini-conference for tutors, students, parents, teachers, and any other interested persons in the community.

The in-service day was held on September 23 at the College of Eastern Utah. Grant funds were used to secure speakers. Participants at the in-service paid for their own lunches. A total of sixty people participated in the program. Each participant attended five different sessions. We had a total of 16 speakers offering 15 workshops or talks. Out of town

speakers were paid for their mileage. Many of the local speakers donated their time and service. The program listing speakers and titles of talks is included with this report. Participants marveled at the quality of the speakers and workshops. We received the ultimate compliment of participants saying that they were not able to attend all the sessions they wanted to attend and that "we should have the exact same program again next year."

The one day workshop sessions helped us to reach our goal of reaching out to our students, tutors, and the community. Not only did parents attend, but also interested new tutors and students. We feel the workshops penetrated all levels of the Price community.

One in-service that started last year and went successfully all year was a writing group for our Literacy Project students. This group is for those reading students who want extra help with reading, writing, and spelling, or for ESL students who want help in those areas and with speaking English. The group meets for an hour and a half each week.

Monitoring Student Progress

Monitoring student progress has only been difficult in terms of getting an organized method to contact tutors and students. The VISTA contacts tutors and students on a regular schedule and records comments.

We assess the ESL students' oral language abilities when they sign up for the program. We test them again after forty to

fifty hours of tutoring. The reading students are tested after completing each level of the Laubach material. The checkups are kept in the student's file so that we have a record of the student progress and so that we can work individually with each tutor who wants suggestions on how to give additional help to a student.

Providing materials

The Literacy Project has purchased over 1300 books for the project. Much of the monies went for the Laubach Way to Reading Teacher's Manuals and Student Workbooks. I know, though, to become a good reader, one must read everyday. From New Readers Press I purchased extra books that correlate with the lessons learned in the Laubach material. I also bought other easy-to-read, adult interest books.

From Literacy Volunteers of America I purchased I Speak English tutor training manuals for each English as a Second Language tutor. I also purchased teachers' manuals and student workbooks from Steck-Vaughn. I feel there is something psychological about carrying a book to class. All my ESL students wanted a book to study, my reason for the purchase of Real Life English from Steck-Vaughn.

We have purchased a few items just for tutors so that they have some resourses to help them be better tutors.

All teachers manuals and extra reading material are numbered and covered with cold laminating film to preserve them. We use a check out system with the manuals and books for

tutors as well as students. Since student workbooks are consumable, we do not cover them.

Raising Public Awareness and Building Community Support

The one area where we have been especially strong is in making people in the community aware of the literacy project and aware of the needs of the people that the literacy project serves. We also try to educate the public on the preventive measures that can be taken so that the illiteracy cycle can be broken.

We did a reprint on our flyers and posters that were designed last year and distributed them again in Carbon County and also in Emery County. The Senior Volunteer Program and a local Boy Scout Troop helped with the distributions. The flyer was distributed to all schools, grocery stores, government offices, shopping centers, churches, the senior citizens' center, coal mines, and other businesses in the community.

In August 89 during International Days (county fair) we again set up a booth and talked with adults about the Literacy Project, recruiting both tutors and students. We distributed our flyers and small notebooks with the Literacy Project logo, address, and phone number. (enclosed)

Letters were sent to churches twice, once in the spring and once in the fall, asking ministers to advertize the services of the Literacy Project in church bulletins.

We distributed bookmarks to schools, the College Library and our own public library. (enclosed)

The local newspaper supported our program by printing a feature article and advertizing all tutor trainings. The editor of the paper did an editorial for International Literacy Day, September 8th.

Public service announcements have been placed on both local radio and community access channels on the local cable television outlet. Over 70% of the households in the service area receive cable television service. This message was targeted to nearly 2,500 families in the area.

The radio stations and newspaper have committed themselves to support the project with continuing articles and features.

The project director, coordinator, Library Board members, and the Vista volunteer have made presentations to schools, community groups, agencies, meetings, businesses, and local labor organizations. These programs focused on the extent of illiteracy, the tremendous cost to the local economy, and how the program intends to combat the problem. We always end our programs with a positive message. We tell how we have empowered people to do for themselves. Students get driver's licenses. Some now have the confidence to enroll in other courses either at the local high school or at the college. In Price, the Literacy Project is seen as a positive program that changes people's lives rather than one where we have to cure the crippled.

In January of 89 three of our Literacy Project students talked with a local fifth grade class about not being able to read. Each told about the new things they are able to do now

that they are learning to read. Our one student, whose son happened to be in the class of fifth graders, told about his son and him studying together. "We study together," he said, "I help him with what he doesn't know and he helps me with what I don't know. The other day my son helped me find K-MART in the telephone book. I never knew how to spell if before."

Community support for the Literacy Project in Price has been tremendous.

We have an Inter-Agency Coordinating Council that meets monthly. We network with these agencies to obtain students and volunteers. Much of what we have accomplished can be directly creditied to networking with the groups of the Inter-Agency Council. Our tutors who are fifty-eight or older receive mileage and insurance from the Retired Senior Volunteer Program. The Retired Seniors also did a house-to-house campaign distributing our flyers. Catholic Social Services assisted us in recruiting students for the English as Second Language Program. We receive referrals from Social Services, Dept. of Rehabilitation, and JTPA.

Already stated, we have designed with the College of Eastern Utah personnel a course whereby CEU students are able to earn college credit for tutoring a student in the Literacy Project. Community volunteers can take the course for credit, but in no way are they obligated to do so. Students can take up to twelve hours of these courses.

The College of Eastern Utah also shares with the Literacy Project their Reading/Writing/Math Lab. At the beginning of the

school year in September of 87, the Reading/writing/Math Lab was open from 9 a.m. to 1 p.m. Monday-Thursday. Because of the Literacy Project students being tutored at the Lab, the room is now open from 9 a.m. to 9 p.m. Monday-Friday.

Other tutoring sites are donated throughout Carbon County. Students can be tutored at: City Hall, Walden Book Store, the Price or Helper (five miles away) Public Libraries, the Retired Seniors' Center, a radio station, a bank in East Carbon (thirty miles away), schools, and even a nursing home.

United Way of Carbon and Emery Counties donated $2000 to the Literacy Project for library and training material and for volunteer recognition.

Utah Dept. of Corrections requires that persons with DUI's (Driving Under the Influence) do volunteer community service. Eight individuals have given more than 700 hours to the project. Many continue to work for the project after their volunteer time has been completed. These individuals have been tutoring, covering books, processing books, and typing.

Getting community support in Price is not a difficult task. The difficult task is managing the many volunteers and making sure that those who want a job, have a job to do, when they have the time to do it.

In closing, I feel we have used grant monies not only efficiently, but wisely. In our reading and English as a Second Language programs we are serving adults who want help with reading and we are serving many people in our area who want help in learning to speak English or in improving their English

speaking skills.

Our students, tutors, library staff, city and county are very grateful for having the opportunity to have the funding for this worthwhile project.

9:00 Keynote Speaker — Marilou Sorensen

Geary Theatre Main Building

10:00 Workshops

Storytelling — Presenter: Gwen Callahan, Carbon School District

Through storytelling, the presenter will help participants appreciate their cultural backgrounds in their families and elsewhere. How storytelling enriches literacy activities will also be discussed.
Room 116

~~~~~~~~~~~~

Working Effectively with Schools about Student Problems — Presenter: Carl Larsen, Carbon School District

The presenter will discuss ways to transform a rock hard school problem into a sculptured work of art, or at least a stepping stone for solving school problems.
Room 209

~~~~~~~~~~~~

Enticing Your Child to Read — Presenters: Karen Houser, Necia Erramouspe, Sally Mauro School

The presenters in this workshop will explore the research and background for doing beginning reading activities with your child. They will give specific examples of activites that can be done with new readers.
Room 203

~~~~~~~~~~~~~~

Using the Newspaper to Enhance Reading and Writing — Presenter: Nancy Larsen

The participants will use newspapers to perform reading and writing activities for beginning readers.
Room 218

~~~~~~~~~~~~~~~~

11:00 The Other Side of Reading Presenter:Carol Barnes
Notre Dame School

This hands-on workshop will show participants how visualizing techniques will help improve comprehension skills.
Room 218

~~~~~~~~~~~~

The Reading/Writing Connection Presenter: Joyce Allison
Price Literacy Project

After this hands-on workshop, writing will become a "new love" for the participants. The connection between reading and writing will be discussed, as well as basic reading techniques and activities that can be done at home.
Room 203

~~~~~~~~~~~~~

Learning Disabilities Presenter: Grant Smith
Psychologist

Discussion will include definition, possible causes, symptoms and results of learning disabilities. Suggestions will be made for parents and teachers dealing with children and adults who suffer the effects of learning disabilities.
Room 116

Raising Self Esteem Presenter: Fern Wilkerson
Carbon School District

The hope of our future is in our young people. Because we are caring adults, we have the opportunity to touch the lives of children everyday. We must provide a positive environment to enable our students to become productive citizens.
Room 209

~~~~~~~~~~~~~~~

The Danger of English Only Legislation Presenter: Charlotte Benavidez

For two years in a row the Utah Legislature has considered bills that would make English the "official" language of Utah. Although this may sound harmless it has great implications for those not born with English on their tongues, for teachers, and indeed for all segments of society. This session examines the dangers.
Room 208

~~~~~~~~~~~~~~~

12:00 Starting Teen/Peer Tutoring Programs — Presenter: Joyce Allison, Price Literacy Project

This workshop will be geared to participants who feel a real need to help others. Participants will learn about setting up tutoring programs. Specific kinds of tutoring programs (parent/child, teen, peer, school and others) will be discussed.

Reading/Writing Lab
East side of library (enter through outside door across from the Little Theatre)

~~~~~~~~~~~~~

Spouse Tutoring Spouse — Presenters: Sydney and Elvera Sargent, Solomon and Debbie Cazares

Expert couples will discuss reasons for choosing to tutor with their own spouse. The couples will tell participants what works and what doesn't work for spouse tutoring spouse.
Room 218

~~~~~~~~~~~~~~~~

Developing Self Esteem — Presenter: Lynn A. Ravsten, Counselor/Psychologist

Our sense of self worth goes with us everywhere and controls both feelings and behavior. This workshop will provide ways to improve self worth.
Room 209

~~~~~~~~~~~~~~~~

Living with a Child with Learning Disabilities — Presenter: Bo Ann Kontas

A parent will reveal the trials and tribulations of working with her son who had learning disabilities. She will discuss what she as a parent did to help her child overcome the dificulties.
Room 203

1:00 Mary Ann Christison — Luncheon Speaker — Alumni Room, Student Center

A New Way of thinking of Literacy: The Challenge of the Future
~~~~~~~~~~~~~~~~

LITERACY PROJECT
Price City Library
159 East Main
Price, Utah 84501
(801) 637-4747

Teach Someone to Read

LITERACY PROJECT
Price City Library
159 East Main
Price, Utah 84501
(801) 637-4747

Plеаz help !!

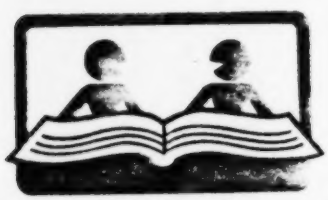
i whunt to read anb rite.

If you know adults who want to read or who have difficulty with reading, please take a minute to tell them about our program.

The Price City Library Literacy Project trains volunteers who will provide free one-on-one tutoring to persons who want to learn to read and write. Volunteers also tutor adults who want to learn to speak English.

Help us pass the word to adult new readers and to those who want to learn English.

If you would like to be a volunteer tutor, please call Joyce or Sallie at the Price City Library, 637-4747.



LITERACY PROJECT
Price City Library
159 East Main
Price, Utah 84501
(801) 637-4747

The Literacy Project, sponsored by the Price City Library, is funded by a grant from the U.S. Department of Education and donations from Mountain Bell and the United Way of Carbon and Emery Counties.

BEST COPY AVAILABLE